DOCUMENT RESUME

ED 286 549 JC 870 418

AUTHOR Oromaner, Mark; Krynicky, Harry
TITLE Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
INSTITUTION Hudson County Community Coll., Jersey City, NJ.
PUB DATE Oct 87
NOTE 77p.
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Persistence; Access to Education; *Black Students; *College Planning; Community Colleges; *Enrollment Trends; *Hispanic Americans; Outreach Programs; *School Holding Power; *Student Recruitment; Two Year Colleges; *Two Year College Students

ABSTRACT

Developed by Hudson County (New Jersey) Community College's (HCCC's) Task Force on Recruitment and Retention of Black and Hispanic Students, this report offers a plan of action for addressing the problem of declining black enrollment at the college. Section 1 describes the plan's development. Section 2 offers an overview of the HCCC and the surrounding community, including a history of HCCC; a description of Hudson County; information on population characteristics and trends; population projections; a review of occupational, employment, and business trends; and an overview of the minority presence at HCCC. Section 3 presents minority enrollment data, including information on enrollment trends, sources of minority enrollment, educational opportunity fund students, and retention. Short-term goals and current activities with regard to recruitment and retention are presented in section 4, followed in section 5 by long-term goals and projected activities, featuring quantitative goals, methods of ensuring access and recruitment strategies, ways of removing barriers to success, counseling and academic support services, other student services, retention strategies, and methods of monitoring student retention. Administration, monitoring, and evaluation of the recruitment and retention plan are discussed in section 6. The final sections list HCCC resources to be devoted to the project and offer a brief note on institutional philosophy and mission. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED286549

STRATEGIC PLAN TO ADDRESS RECRUITMENT AND RETENTION STRATEGIES FOR BLACK AND HISPANIC STUDENTS AT HUDSON COUNTY COMMUNITY COLLEGE

OCTOBER 1987

"Committed to Education for the Community"

Mark Oromaner
Executive Vice President

Harry Krynicky
Assistant Dean for Planning and Evaluation

HUDSON COUNTY COMMUNITY COLLEGE
901 BERGEN AVENUE
JERSEY CITY, NEW JERSEY 07306

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mark Oromaner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC870418

BEST COPY AVAILABLE

TABLE OF CONTENTS

	PAGE
Lists	iii
Tables	iii
1. Description of the Process	1
2. The College and the Community	4
History of HCCC	4
Hudson County	9
Population Characteristics and Trends	12
Population Projections	20
Occupational, Employment, and Business Trends	22
Minority Presence at HCCC: An Overview	26
Summary	31
3. Minority Enrollment Data	33
Enrollment Trends	33
Sources of Minority Enrollment	37
Educational Opportunity Fund Students	41
Retention	43
Summary	55
4. Short-Term Goals and Current Activities	56
Recruitment	56
Retention	59
5. Long-Term Goals and Projected Activities	62
Quantitative Goals	62
Ensuring Access and Recrutiment Strategies	63
Removing Barriers to Success	64
Counseling and Academic Support Services	64
Other Student Services	65
Retention Strategies	65
Monitoring Student Retention	66
6. Administration, Monitoring, and Evaluation	67
7. Resources	68
8. A Note on Institutional Philosophy and Mission	70

PAGE

LISTS

LIST 1 - LOCATIONS OF HCCC ACTIVITIES. 8

TABLES

TABLE 1 - AREA AND POPULATION (1970 & 1980) OF MUNICIPALITIES IN HUDSON COUNTY. 10

TABLE 2 - HUDSON COUNTY POPULATION, 1900-1980. 12

TABLE 3 - HISPANIC POPULATION IN AREAS OF HUDSON COUNTY, 1980. 14

TABLE 4 - HUDSON COUNTY POPULATION BY RACIAL/ETHNIC DESIGNATION, 1980. 15

TABLE 5 - PERCENTAGE OF HUDSON RESIDENTS 18 AND OLDER IN SCHOOL, 1980. 18

TABLE 6 - HUDSON COUNTY NONAGRICULTURAL WAGE AND SALARY EMPLOYMENT TRENDS, 1975-1984 (DATA IN THOUSANDS). 24

TABLE 7 - RACE/ETHNICITY OF HCCC WORK FORCE, AUGUST 1986. 27

TABLE 8 - RACE/ETHNICITY OF FACULTY AND ADMINISTRATORS, JANUARY 1987. 28

TABLE 9 - RACE/ETHNICITY OF DEGREE CREDIT AND NONCREDIT (GED) STUDENTS, FALL 1986. 29

TABLE 10 - COMPARISON OF FULL-TIME MINORITY ENROLLMENT AT HCCC AND AT THE NEW JERSEY COMMUNITY COLLEGE SECTOR, FALL 1985. 30

TABLE 11 - ACTUAL AND EXPECTED TOTAL ENROLLMENT ACCORDING TO RACE/ETHNICITY, FALL 1980 TO FALL 1990. 34

TABLE 12 - ACTUAL AND EXPECTED FULL-TIME ENROLLMENT ACCORDING TO RACE/ETHNICITY, FALL 1980 TO FALL 1990. 35

TABLE 13 - ACTUAL AND EXPECTED PART-TIME ENROLLMENT ACCORDING TO RACE/ETHNICITY, FALL 1980 TO FALL 1990. 35

TABLE 14 - SUMMARY OF EXPECTED CHANGE IN ENROLLMENT ACCORDING TO RACE/ETHNICITY AND ENROLLMENT STATUS, FALL 1986 TO FALL 1990. 36

TABLE 15 - BLACK (B) AND HISPANIC (H) COLLEGE GOING DATA FOR HUDSON COUNTY HIGH SCHOOL GRADUATES, 1980-1985. 38

TABLE 16 - FIRST-TIME FRESHMEN ACCORDING TO RACE/ETHNICITY, FALL 1982 to FALL 1990. 40

TABLE 17 - COMPARISON OF EOF AND NON-EOF STUDENTS ACCORDING TO RACE/ETHNICITY, FALL 1981 to FALL 1990. 42

PAGE

TABLES

TABLE 18	ENROLLMENT (FALL 1981 - FALL 1983) OF ENTERING FALL 1981 NON-BASIC SKILLS AND BASIC SKILLS STUDENTS (FULL-TIME).	47
TABLE 19	CERTIFICATES AND DEGREES AWARDED (1977-1986) AND PROJECTED (1987-1990).	50
TABLE 20	COMPARISON OF ENROLLMENT DATA (FALL 1985) AND CERTIFICATES/DEGREES CONFERRED (1986) ACCORDING TO PROGRAM/DIVISION.	52
TABLE 21	COMPARISON OF ENROLLMENT DATA (FALL 1985) AND CERTIFICATES/DEGREES CONFERRED (1986) ACCORDING TO GENDER AND RACE/ETHNICITY.	53
TABLE 22	CERTIFICATES/DEGREES CONFERRED (1986) ACCORDING TO RACE/ETHNICITY AND DIVISION.	54

DESCRIPTION OF THE PROCESS

This plan represents the outcome of the meetings of Hudson County Community College's Task Force on Recruitment and Retention of Black and Hispanic Students, and the reaction of the Task Force to the recommendations of the consultants based on the draft of the plan (February 1987).

The members of the Task Force believe that the philosophy, mission, and goals of the college, as expressed in its motto "Committed to Education for the Community" require that a plan to address black and Hispanic student enrollments must rank high in the college's list of priorities. The support that the Task Force has received from the Board of Trustees and the President indicates that the college administration agrees with our assessment of the centrality of the issue of black and Hispanic enrollment.

In April 1985, a task force was established to identify successful retention models and to outline a course of action specifically addressing declining black enrollment at Hudson County Community College.

A report of this initial task force was submitted to the Department of Higher Education in June 1985. As a follow-up to this report and at the request of the Chancellor, the college submitted a summary of activities to increase minority enrollment in the fall of 1986 and 1987.

In a letter to the President dated September 23, 1986, the Chancellor stated the second requirement of a set of resolutions passed by the Board of Higher Education which called upon the higher education community to contribute to a comprehensive, statewide effort addressing minority enrollments. This second requirement asked the college to

submit a strategic plan to address minority student enrollments, both black and Hispanic, over the long-term and in the context of the college's particular mission. This plan is submitted in fulfillment of this request. Seven of the eight members of the original Task Force continue to serve on the expanded 10 member Task Force*. The members are:

Dr. H. Wellington DeBerry (Chair),
Vice President for Student Development and
Dean of Students

Dr. Leila Gonzalez Sullivan,
Vice President for Academic Affairs

Dr. Harry Krynicky
Assistant Dean for Planning and
Evaluation

Renee Prilop,
Vice President for Admissionsg

Deborah Campbell,
Director JTPA

Ramon Bonachea, Associate Dean for Bilingual
Education and Affirmative Action Officer

Joseph Pedoto,
Director Educational Opportunity Fund

Syokwaa Mulumba,
Director Special Services

Liliane MacPherson,
Faculty Member

Joan Williams,
Administrative Assistant for Personnel/HCCC
Graduate

The titles of the members listed above indicate the broad spectrum of representation and the areas of individual responsibility.

* Executive Vice President Mark Oromaner participated in the meetings of the original Task Force, and played a major role in the production of the draft and final version of this document.

Meetings of the Task Force have been held since September 1986. Topics for examination over this period included recruitment and admissions practices, research related to minority enrollment and retention, and the relationship between academic/service programs and recruitment and retention.

In addition to the creation of this ongoing Task Force, a special committee of the Board of Trustees has been established to address these issues. The Board Members are: Dr. Nino Falcone, Anne Minervini and Julia Valdivia.

This document has been produced with the assistance of Jennifer Mast, Emma Cruz, Anna Hernandez-Ocasio, and Jo Anna Hunter-Manns. Finally, all components of this strategic plan should be understood within the framework of the college's philosophy and mission (See "A Note on Institutional Philosophy and Mission).

History of HCCC

Hudson County Community College (HCCC) is a public two-year college licensed by the New Jersey Board of Higher Education (1974) and accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (1981).* From 1974 to 1981, HCCC was the sole example of a contract college in New Jersey. A pure or ideal type of contract college is a college that has degree-granting rights, but lacks a campus and a tenured faculty. Such colleges enter into contractual agreements with other accredited educational institutions, cooperating colleges, for the use of their facilities and faculty. However, in addition to the classes offered through contractual agreements, Hudson County Community College offers noncredit, basic skills, bilingual, ESL and certificate and degree courses at its college centers. These courses are taught by evening adjunct and full-time faculty who are hired directly by Hudson County Community College. Day full-time HCCC faculty teach the basic skills, culinary arts, science and technology, and ESL courses.

The fall total student enrollment (credit & noncredit) has increased from 1,123 (1975) to 3,525 (1986). While 73 percent of the students enrolled during 1975 were part-time students, 36 percent (N=1,154) of the 3,187 students enrolled in credit-bearing courses during 1986 were part-time students. Conversely, the percentage of full-time students has increased from 27 (1975) to 64 (1986).

*The college was reaccredited in 1986.

The need for a community college in Hudson County was originally documented on the basis of feasibility studies supported by grants from the Exxon Education Foundation (1972) and the Fund for the Improvement of Postsecondary Education (1973). As a result of this demonstrated need, the Hudson Higher Education Consortium was established. The Consortium included the three postsecondary educational institutions in Hudson County - Jersey City State College, Saint Peter's College, and Stevens Institute of Technology. At the same time, the Community Action Program (CAP) established a "college center" in the North Hudson area.

In the summer of 1974, an Act of the state legislature made it possible for a county lacking a community college to establish a contract based college. In accordance with N.J.S. 18A: 64A - 32, such a college would be funded like other community colleges, could enter into contracts with existing educational institutions to provide services for its students, and could grant diplomas, certificates, and associate degrees.

From the beginning of its existence, Hudson County Community College took the responsibility for the development of academic programs, and those student services associated with admissions, registration, counseling, and financial aid. However, three significant modifications were introduced in 1977.

The first involved the granting of the degree. In a number of programs prior to 1977, students at Hudson County Community College received degrees "in cooperation" with one of the cooperating colleges. During the 1977-78 academic year, the college submitted new Program Approval Documents to the New

Jersey Department of Higher Education for each program in which the college lacked the right to offer the degree entirely in its own name. Board of Higher Education approval was granted (1978) for all program documents submitted. These included the four existing programs in the Business Division - accounting, data processing, management, and secretarial studies - and new programs in the Allied Health and Public and Human Services Divisions. In order to strengthen their entry-level career orientations, several revisions were made in each of the business programs.

The second modification involved a change from a full-service contract through which Hudson County Community College paid the cooperating institution for salary, overhead, and student support services to a fee-for-services contract through which the college pays the cooperating institution for faculty salary and overhead expressed as a percentage of salary. The college employs its own Vice President for Student Development, Counselors, Registrar, Vice President for Admissions, Testing and Assessment staff, Educational Opportunity Fund staff, Special Services staff and Director of Financial Aid. Therefore, fees for these services have been extracted from the contract. At present, HCCC has contractual agreements with two four-year colleges in Hudson County, Jersey City State College and Saint Peter's College.

The third modification involved the consolidation of HCCC's administrative, executive and academic sites in the population and transportation center of the county, Jersey City. This consolidation permitted easier communication among the faculty, staff, and administration and enabled students to

have direct access to all HCCC's academic and student services. The major exception to the consolidation in Jersey City is the location of the Bilingual Center in West New York. The rationale for this is that West New York is in the center of the Hispanic immigrant population of Hudson County.

Each of these modifications has contributed to the development of a sense of common identity for all associated with HCCC. In addition, they have enabled residents of the county to develop a sense of the college's presence and significance.

Although the college may contract with other colleges for facilities and faculty, the academic programs are Hudson County Community College programs, and the students are Hudson County Community College students.

Below is a list of the various Hudson County Community College sites.

LIST 1 - LOCATIONS OF HCCC ACTIVITIES

Name	Location
Jersey City State College (Allied Health and Public & Human Services Divisions)	94 Audubon Ave. Jersey City
Saint Peter's College (Business Division)	2641 Kennedy Blvd. Jersey City
Student Center	25 Cottage St. Jersey City
Culinary Arts Institute	161 Newkirk St. Jersey City
Hudson Catholic High School (Evening Center)	790 Bergen Ave. Jersey City
Executive Offices	901 Bergen Ave. Jersey City
Library and Learning Resource Center (also Student Services and Data Processing Computer Center)	900 Bergen Ave. Jersey City
Administrative Offices	168 Sip Ave. Jersey City
Academic Building	2737 Kennedy Blvd. Jersey City
Science and Technology Center	299 Sip Ave. Jersey City
Bilingual Center	6501 Polk Street West New York
Immersion Center	6515 Polk Street West New York
Memorial High School (Evening Center)	55th and Park Ave. West New York
Center for Career Education	87 Sip Ave. Jersey City

Hudson County

Hudson County is located in the north of New Jersey approximately 15-20 minutes by PATH train from New York City. Hudson County is a peninsula bounded by Newark Bay, the Passaic and Hackensack Rivers on the west, the Hudson River and New York City on the east, the Kill Van Kull on the south (separating the City of Bayonne and Staten Island, New York), and Bergen County on the north. Hudson County occupies the smallest area of any county in the state (46.42 square miles; less than 1 percent of the total area of the state). Union, the next smallest county, is over twice the size (103 square miles) of Hudson County. At the same time, Hudson County is fourth among the state's 21 counties in total population (556,972).* This combination of small area and large population has resulted in a population density of approximately 12,000 persons per square mile. The magnitude of this figure is appreciated when it is compared with the 983 figure for the state and the 6,673 figure for the state's second most densely populated county, Essex County. An even more dramatic comparison indicates that Hudson County ranks 7th in the country in terms of population density. One hundred percent of the county's population is urban.

There are 12 municipalities in the county. Although 7 of these are smaller than 2 square miles, the largest (Jersey City) occupies an area of 14.65 square miles (Table 1).

Students from each of the municipalities are enrolled at the college. The size and population of the municipalities range from .10 of a square mile and 1,923 (East Newark), to

*1980 census figure.

14.65 square miles and 223,532 (Jersey City). With 40 percent of the population, Jersey City is the political, economic, transportation and higher education center of the county. It is the location of Jersey City State College, Saint Peter's College, and all of HCCC centers with the exception of the bilingual complex. The fourth institution of postsecondary education, Stevens Institute of Technology, is located in Hoboken.

TABLE 1 - AREA AND POPULATION (1970 & 1980) OF MUNICIPALITIES IN HUDSON COUNTY

MUNICIPALITY	AREA SQUARE MILES	1970 CENSUS POPULATION	1980 CENSUS POPULATION
South Hudson:	(21.34) (46%)	(378,668) (62%)	(331,039) (59%)
Bayonne	5.39	72,743	65,047
Hoboken	1.30	45,380	42,460
Jersey City	14.65	260,545	223,532
West Hudson:	(10.60) (23%)	(51,318) (8%)	(49,900) (9%)
East Newark	0.10	1,922	1,923
Harrison	1.20	11,811	12,242
Kearny	9.30	37,585	35,735
North Hudson:	(14.48) (31%)	(179,280) (29%)	(176,033) (32%)
Guttenberg	0.20	5,754	7,340
North Bergen	5.40	47,751	47,019
Secaucus	5.80	13,228	13,719
Union City	1.40	58,537	55,593
Weehawken	0.78	13,383	13,168
West New York	0.90	40,627	39,194
TOTAL	46.42	609,266	556,972

The number of housing units increased from 214,338 in 1970 to 221,276 in 1980. Jersey City which accounts for 40 percent of these units is the only municipality to have experienced a decline in the number of housing units (91,997 to 87,999). However, during the period 1980 to 1982, Jersey City accounted for more than three-quarters of the authorized total dwelling units.

In its Annual Labor Market Review-Jersey City Labor Area (April 1983), the State of New Jersey, Department of Labor made note of this development in Jersey City and comments:

> An important part of this and future construction in the city will be rehabilitating existing structures into condominium housing units. The downtown section of Jersey City is a particularly favorable area for this type of construction because many older residential buildings can be easily converted. Rehabilitating housing also has been important to the city of Hoboken. The refurbishing of older tenement houses and brownstone homes has had positive effects on the municipality's social and economical climate (p.5).

In its more recent Regional Labor Market Review-Northern New Jersey Region (July 1985), the Department of Labor adds the following comments about development activities and plans for the entire county:

> In addition, there is a resurgence of interest in waterfront property along the eastern boundary of the county adjacent to the Hudson River. One modern development is the Newport City project in which the Harborside Terminal property on the waterfront in Jersey City will be transformed into a new residential-commercial area that could house several thousand persons. At the present time, a large portion of the former industrial complex is being converted into an operations center for a leading New York City bank. All computer operations of this financial institution that are now located in Manhattan will be transferred across the river into Jersey City. This large-scale conversion effort is the beginning of the eventual modernization of the entire waterfront area in Hudson County which will include thousands of residential units (pp. 26-27).

Population Characteristics and Trends

The county's population has declined each decade since 1930, when it reached 690,730 (Table 2).

TABLE 2 - HUDSON COUNTY POPULATION, 1900 - 1980.

Year	Population	Net Change	Percent Change
1900	386,048		
1910	537,231	151,183	39.2
1920	629,154	91,923	17.1
1930	690,730	61,576	9.8
1940	652,040	- 38,690	- 5.6
1950	647,437	- 4,601	- 0.7
1960	610,734	- 36,705	- 5.7
1970	607,839	- 2,895	- 0.5
1980	556,972	- 50,867	- 9.2

SOURCE: U.S. Census data in Regional Labor Market Review - Northern New Jersey Region. State of New Jersey, Department of Labor (July, 1985) p. 25.

During the period 1970 to 1980 Hudson County experienced a decline in population of over 50,000 (9%).* This decline is mainly accounted for by the three municipalities in South Hudson - Bayonne, Hoboken and Jersey City. For instance, the percentage decline of this area (12.6%) significantly exceeded the decline for the county. An alternative way of examining these data is to point out that although this area accounted for 91 percent (N=47,629) of the decline, it accounted for only 59 percent of the 1980 population. At the same time, the decline for the six municipalities in North Hudson was 1.8 percent. The contribution of this area to the decline (6.2%),

*The Department of Labor has estimated a 1,628 increase from April 1, 1980 to July 1, 1984.

was significantly below the 32 percent of the 1980 population for which it accounted; Guttenberg experienced a 28 percent increase.

Any analysis of population characteristics and trends must take into account Hudson County's traditional role as a home for immigrants and minorities. The percentage of foreign born residents has increased from 18 (N=107,399) in 1970 to 24 (N=133,575) in 1980.

Hispanics, both native born and immigrant, form the largest minority group. The 145,163 Hispanics in Hudson County (1980) accounted for 26 percent of the county's population and 30 percent of the "Spanish Origin" residents of the state (N=491,867). Although the county's population declined by over 50,000 during 1970 to 1980, the Hispanic population increased by 55,000 (90,000 to 145,000); a 61 percent increase. The location of large numbers of Hispanic immigrants, e.g., Cubans, Central and South Americans, in North Hudson accounts for the relatively negligible decrease (1.8%) in the area's population. Fifty-three percent of the Hispanic population live in North Hudson, and Hispanics constitute 43 percent of the area's population (Table 3). Almost 65 percent of the residents of West New York and the adjacent Union City are Hispanic. The college's Bilingual Center is located in West New York. Bilingual and ESL courses are offered at a number of college locations in Jersey City. The South Hudson Hispanic population is comprised mainly of Puerto Ricans. Thirty-two percent of the county's residents 5 to 17 years old and 23 percent of residents 18 and over speak Spanish at home.

TABLE 3 - HISPANIC POPULATION IN AREAS OF HUDSON COUNTY, 1980

Area	Hispanic Population		Percent of Area Population
	N	%	
South Hudson*	62,394	43	19 (331,039)**
West Hudson	6,209	4	12 (49,900)
North Hudson	76,560	53	43 (176,033)
	145,163	100	26 (556,972)

* See Table 1 (p. 10) for municipalities in each area.
** 1980 area total population.

In addition to the growth of Hispanic communities, Hudson County has witnessed the emergence of Egyptian, Indian, Russian and Vietnamese communities. Forty-four percent (N=58,890) of the county's 1980 foreign born persons immigrated during the period 1970 to 1980.

The number of immigrants in the county is dependent on numerous national and international contingencies, e.g., U.S. immigration law, and national and international political events and economic developments. A change in one or a combination of these contingencies can have an immediate and unanticipated impact on the county, e.g., the arrival of the large number of Mariel boat people from Cuba during 1980. With the exception of such particular occurrences, it appears that while the immigration of Hispanics will continue, the increase during the next five years will be relatively modest. These immigrants are likely to come from Central and South America rather than from Cuba. This modest growth, coupled with the natural growth of the present Hispanic population will contribute to the continued significant contribution of this group to the county. The county will also continue to experience a growth in Middle Eastern, Indian and Southeast Asian populations.

In addition to serving as a home for various ethnic and immigrant groups, Hudson County has the third largest black population in the state. The black population has increased from 61,358 (10%) in 1970 to 70,050 (13%) in 1980. The geographic concentration of blacks is greater than that for Hispanics; 95 percent (N=66,709) live in South Hudson, and 88 percent (N=61,957) live in Jersey City. Jersey City, with blacks accounting for 28 percent of its population, is the only municipality in which the black population exceeds five percent. This population is well served by the centralization of HCCC locations in Jersey City. An overview of the 1980 ethnic/racial composition of the county's population is presented in Table 4.

TABLE 4 - HUDSON COUNTY POPULATION BY RACIAL/ETHNIC DESIGNATION, 1980

	N	%
WHITE	425,291	76
BLACK	70,050	13
AMERICAN INDIAN/ ALASKAN NATIVE	568	*
ASIAN/ PACIFIC ISLANDER	15,213	3
OTHER	45,850	8
TOTAL	556,972	100
SPANISH ORIGIN	(145,163)	(26)**
MEXICAN	1,385	1
PUERTO RICAN	55,828	38
CUBAN	45,719	32
OTHER SPANISH	42,231	29

*Less than 1 percent.
**Twenty-six percent of the total population are persons of Spanish origin. Since Spanish origin is an ethnic designation, these persons have already been included in the racial categories. The numbers and percentages of whites and blacks, with Hispanics removed, are: Whites - 325,584 (425,291 - 99,707), 58%; Blacks - 66,368 (70,050 - 3,682), 12%.

Females constituted 52 percent of the 1970 population and 53 percent of the 1980 population. There was a slight decrease in the median age from 33.0 to 32.3. However, the median age for the major ethnic/racial groups varied quite significantly: White - 35.3, Asian - 30.0, Hispanic - 26.8, Black - 23.6. The relatively young black and Hispanic populations suggest that these groups will play an increasing role in the county and at the college. For example, the 10 - 24 age group in 1980 was comprised of 30 percent Hispanic and 16 percent black. Another way of looking at these data is to realize that while 23 percent of the whites were in this age category, 29 percent of the Hispanics and 33 percent of the blacks were in this category. This is the age group most likely to attend the college during the near future. These data can be contrasted with the 60 plus category. Although 18 percent of the county's 1980 population was in this category, 21 percent of the whites and only 8 percent of the blacks and Hispanics were 60 years or older.

As one might expect, the residents of Hudson County have been among the poorest residents of the state. In 1969 the family median income in the county was $9,698 compared with $11,403 for the state. Although the county's median increased by 82 percent to $17,659 in 1979, the state's median increased by 101 percent to $22,906. In 1979, Hudson ranked 19th among the 21 counties in terms of median family income and 21st in terms of median household income ($14,384 vs. $19,800 for the state). In terms of per capita personal income, the county ranked 9th of 11 counties in Northern New Jersey in 1975, 11th

in 1978 and 11th in 1981, 1982 and 1983. In 1975 the county's per capita personal income equalled 93 percent of the state's ($6,313 vs. $6,788), however, in 1983 the county's figure equalled only 80 percent of the state's ($11,194 vs. $14,000).

In 1979, the county was 2nd among the 21 counties in terms of various measures of poverty. Comparison of the poverty rates for the county and state are: Percent of Families (15% vs. 8%); Percent of Female House Holder Families, No Husband Present (38% vs. 29%); Percent of Persons (17% vs. 10%); Percent of Children Under 18 (27% vs. 14%). Poverty rates vary for ethnic/racial groups. For instance, percent of families below poverty level (1979) ranged from a low of 11 for whites to a high of 30 for blacks; the Hispanic figure of 25 percent was close to that for blacks. A dramatic indicator of the economic condition of the county during the 1969-1979 period is the fact that Jersey City moved from 82nd to 17th in terms of poverty rates among U.S. cities with populations of 100,000 or more. Recent data (April 1985) on poverty-related and welfare programs indicate that Hudson County is 2nd in the state in terms of residents receiving aid to persons with dependent children (50,064 of the state's 382,783, 13%) and residents participating in the food stamp program (63,341 of the state's 470,439, 13%). Hudson County accounts for approximately 8 percent of the state's population.

The final population characteristic to be described is educational achievement. The median number of years completed by those 25 and older increased from 10.2 in 1970 to 12.0 in 1980, and the percentage of college graduates increased from 6

percent to 11 percent. A median of 12.0 years completed means that one-half of those at least 25 years old in 1980 did not graduate from high school; 29 percent (N=100,559) did not go beyond the 8th grade. The percentage of various age groups enrolled in school in 1980 is presented in Table 5.

TABLE 5 - PERCENTAGE OF HUDSON RESIDENTS 18 AND OLDER IN SCHOOL, 1980.

Age Group	Percent in School	Total in Age Group
18 & 19	52	19,335*
20 & 21	32	49,829
22 - 24	17	
25 - 34	9	87,026
35 and Older	2	256,089

*This number was arrived at by taking two-fifths of the 15-19 age group (N=48,338) reported in the 1980 census.

The large number of potential students in each age group is quite evident from these data. For instance, if one assumes that 11 percent of those 25-34 graduated from college (N=9,569) and that an additional 9 percent (N=7,829) were enrolled in school, then in 1980 there were 69,628 persons between 25 and 34 who did not graduate from college and were not enrolled in school.

The pattern of disadvantage according to ethnic/racial classification is not as evident in the case of education as it is in other population characteristics. For instance, whites (12.2) and blacks (12.0) have identical median years of education achieved, and percentages of persons graduating from high school (51.7% vs. 51.3%). However, Hispanics do trail

these groups; the median years completed was 9.8 and the percentage graduating high school was 39.5. Asian/Pacific Islanders had the highest median years completed (16.1) and the largest percentage graduating from high school (81.7). The 9,806 members of this group accounted for only 3 percent of the residents 25 and over.

A summary statement concerning population trends and characteristics of Hudson County might be that the county's population epitomizes the urban community in contemporary American society. The most salient characteristics of this community are:

Long-term decline in population;*

High population density;

Low income;

High poverty rates;

Replacement of traditional ethnic groups by Hispanics, Asians, and Middle Easterns;

Geographic concentation of blacks;

Low educational level;

Aging white population and young minority group populations.

The above are some of the characteristics most significant in influencing the student and academic program compositions of HCCC. These in turn, can be described in terms of a majority of black and Hispanic students, a large basic skills division, a large bilingual division, and a working and commuting student population.

* Recent development projects in Hudson County appear to have reversed this long-term trend.

Population Projections

In 1985 the Office of Demographic and Economic Analysis (ODEA) of the Department of Labor (NJ) published revised models of population projections for the state and counties (1990-2020).* The four models are: 1 - ODEA Economic/Demographic Model (Preferred), 2 - Historical Migrational Model, 3 - Zero Migrational Model, 4 - Linear Regression Model. The ODEA model is "preferred" because of the scope of the input data,"... not because of any superior predictive qualities" (p.1).

We have referred to the residential, commercial and industrial development activities and plans for Hudson County. In recognition of the potential role of these developments, the Department of Labor, in its Regional Labor Market Review-Northern New Jersey Region (July 1985), raises the following caveat concerning the approximately 40,000 decline (1980-2000) indicated in an earlier version of Model 1:

> This projected decline, however, may not materialize if the anticipated plans for modern, high-rise housing accommodations on the entire county-waterfront acreage come to fruition. The revitalization of the waterfront from obsolete commercial and industrial structures into pleasurable living accommodations and service-oriented businesses could boost the present population totals significantly. The chief beneficiaries will be the urbanized Hudson County communities of Hoboken, Jersey City, Weehawken, and West New York (p.26).

*Population Projections New Jersey and Counties: 1990-2020 Department of Labor, Trenton: New Jersey (November 1985).

The projected change from 1980 to 2000 for each of the models is:

Model	1980-1990	1980-1995	1980-2000
1	+4,828	+3,128	-8,872
2	-11,272	-18,972	-26,272
3	+16,828	+29,928	+40,328
4	+6,928	+11,328	+15,828

Model 4, "Linear Regression" has been used by the college as a basis for population projections. The projections based on this model are:

(Actual)	1970 - 607,839	
(Actual)	1980 - 556,972	
(Provisional Estimate)	1984 - 558,600	+1,628*
	1990 - 563,900	+6,928
	1995 - 568,300	+11,328
	2000 - 572,800	+15,828

*Increase from 1980

If one takes the 1980 - 1990 period, this model projects an increase of 6,928. This can be contrasted with the decrease for Model 2, and the high and low increase for models 3 and 1. We have cited (p. 12) the Department of Labor estimated increase of 1,628 for the county during the period April 1, 1980 and July 1, 1984. If one assumes a population increase of approximately 400 per year for the 1980-1990 period, then the 1990 population will be approximately 560,972; a difference of only 2,928 between this number and the projection for Model 4. Finally, the assumption of 400 increase per year through 2000 results in a population increase of 8,000. If we assume an additional population increase as a

result of development activities, Model 4 projections appear to be the best available at this time.

Occupational, Employment, and Business Trends

Any discussion of employment of Hudson residents must take into account the proximity of the county to New York City and other counties in New Jersey. The major locations of work for the 232,473 employed residents of the county in 1980 were:

Hudson County	128,875 (55%)
New York	35,900 (15%)
Bergen County	17,553 (8%)
Essex County	14,622 (6%)

Approximately forty-five percent of the county's residents commute to work beyond the county's borders.

The occupational and employment trends within the county have paralleled the population trends; a long-term downturn and a recent upturn. For instance, the Department of Labor (Regional Labor Market Review-Northern New Jersey Region, July 1985) summarizes the labor force trends in the following terms: "Over the years, a combination of job losses, company mergers and relocations, and population out-migration have all reduced the size of Hudson County's labor force" (p.28). In reference to the recent past and the future, the report points out: "The economic picture, however, appears to be changing .... while cyclical economic expansion within the region accounted for part of these improved labor market conditions, the job picture also improved because the county's economic base is steadily gaining strength as redevelopment efforts gather momentum" (p. 28). The number of unemployed decreased from 29,600 to 26,300

between 1983 and 1984, and the rate (%) decreased from 12.3 to 10.7. Another indication of the recent upturn is that although total nonagricultural employment decreased from 233,400 in 1975 to 218,100 in 1982, the total increased to 219,800 in 1983 and to 226,500 in 1984.

Changes within the employment structure of the county reflect those taking place within the broader society, e.g., a shift from manufacturing to nonmanufacturing employment (Table 6). The total decrease of 6,900 (-3%) jobs during the period 1975 to 1984 obscures the more pronounced decrease of 17,900 (-23%) manufacturing jobs and the increase of 10,900 (+7%) nonmanufactring jobs. The percentage of jobs accounted for by manufacturing positions decreased from 33 to 26, while the percentage accounted for by nonmanufacturing positions increased from 67 to 74. The most impressive gains, in terms of absolute numbers, were made in the areas of Trade (+7,300) and Services (+6,900) and the most impressive losses were made in the areas of Electrical Machinery (-6,900), Food (-3,200) and Government (-3,000). The largest employment categories are: Trade, Government, Services, and Trans./Comm./Public Utilities. These four nonmanufacturing employment categories account for 68 percent (154,200) of the jobs in Hudson County.

TABLE 6 - HUDSON COUNTY NONAGRICULTURAL WAGE AND SALARY EMPLOYMENT TRENDS, 1975-1984 (Data in Thousands)

	ANNUAL AVERAGES				CHANGE	
	1975		1984			
	N	%	N	%	N	%
NONAGRICULTURAL WAGE & SALARY	233.4	100	226.5	100	-6.9	- 3
Manufacturing	76.7	33	58.8	26	-17.9	-23
Durable Goods	(31.4)	(14)	(18.1)	(8)	(-13.3)	(-42)
Primary Metals	2.0	1	1.6	1	-.4	-20
Fabricated Metals	2.6	1	1.7	1	-.9	-35
Nonelectrical Mach.	4.5	2	1.7	1	-2.8	-62
Electrical Mach.	13.2	6	6.3	3	-6.9	-52
Transport Equip.	1.4	1	0.3	-	-1.1	-79
Misc. Manufacutring	3.0	1	2.8	1	-.2	- 7
Other Durables	4.7	2	3.7	2	-1.0	-21
Nondurable Goods	(45.4)	(19)	(40.7)	(18)	(-4.7)	(-10)
Food	8.4	4	5.2	2	-3.2	-38
Textiles	4.1	2	3.3	1	-.8	-19
Apparel	15.5	7	17.4	8	+1.9	+12
Paper	2.8	1	2.2	1	-.6	-21
Printing/Publishing	2.8	1	3.7	2	+.9	+32
Chemicals	6.8	3	5.1	2	-1.7	-25
Leather	-	-	1.3	1	-	-
Other Nondurables	5.0	2	2.5	1	-2.5	-50
Nonmanufacturing	156.8	67	167.7	74	+10.9	+ 7
Construction	3.9	2	5.2	2	+1.3	+33
Trans./Comm./Public Util.	29.2	12	27.7	12	-1.5	- 5
Trade	43.2	18	50.5	22	+7.3	+17
Fin./Ins./Real Estate	8.5	4	8.4	4	-.1	- 1
Services	29.1	12	36.0	16	+6.9	+24
Government	43.0	19	40.0	18	-3.0	- 7

SOURCE: Adapted from N.J. Department of Labor data in Regional Labor Market Review-Northern New Jersey Region (July 1985) p. 134.

All indications are that the recent growth in employment in Hudson County will continue through the next five years and beyond, and do so at an increasingly accelerated rate. The New Jersey Department of Labor has developed combined occupational projections for Hudson and Essex counties for the period 1982 through 1990 (Regional Labor Market Review-Northern New Jersey Region, July 1985). Although the Hudson data cannot be segregated, the trends for the two counties are consistent with recent trends within Hudson County. There is a projected growth of over 27,000 jobs (+4%) and a total of 26,000 annual job openings. The percentage change among occupational categories is projected to range from increases of +12 (service workers) and +9 (professional and technical workers) to decreases of -2 (laborers) and -3 (operatives).

At the beginning of this section we stated that an understanding of the employment opportunities for Hudson residents must take into account the employment structure within the county and within the region. Almost two-thirds of the projected increase of 173,470 jobs for the state will be located in its northern region. The county's location in this region and the mobile nature of its labor force (45 percent commute beyond the county) suggest that Hudson residents will be the beneficiaries of increased employment opportunities in the larger region (New York and New Jersey) as well as those within Hudson County.

Minority Presence at HCCC: An Overview

Hudson County Community College's commitment to minorities, students and employees, is exemplified in both its Affirmative Action Plan and the composition of its work force and student population.

The Affirmative Action Plan (1986-87) has been endorsed by the President and approved by the Board of Trustees. The day-to-day responsibility for the implementation and monitoring of the plan rests with the Affirmative Action Officer, the Dean for Bilingual Education. The Officer works closely and directly with all college officers responsible for personnel actions to assure that all resources and services are allocated in a manner consistent with affirmative action. The plan is evaluated and revised regularly and adjustments are made in procedures, goals and timetables.

The plan reiterates the college's dedication to the principle of "equal employment opportunity for all employees and applicants for employment," and simultaneously recognizes that "(t)o overcome the effects of past discrimination, affirmative action will be taken." Although the New Jersey standard for determining underrepresentation (SDU) of minorities is 18.2%, the college's overall goal is stated in the following terms:

> It is the overall goal of Hudson County Community College to have its work force approximate as much as possible the composition of the student population and/or the population of the community we serve. More specifically, when the quotas present in the population at large cannot be reached or approximated, it would be a goal of this institution to reach at least the SDU of 18% for minorities and 43% for females.

The composition of the entire work force as of August 1986 is presented in Table 7. Blacks and Hispanics accounted for approximately one-half of the work force and over 40 percent of the employees in each category with the exception faculty.

TABLE 7 - RACE/ETHNICITY OF HCCC WORK FORCE, AUGUST 1986*

	WHITE	BLACK	HISPANIC	ASIAN	TOTAL	% BLACK & HISPANIC
EXECUTIVE/ ADMINSTRATIVE/ MANAGERIAL	9	3	4	0	16	44
PROFESSIONAL/ NON-FACULTY	17	9	7	2	35	46
FACULTY	27	5	3	6	41	20
SECRETARIAL/ CLERICAL	13	3	26	0	42	69
SERVICE/ MAINTENANCE	13	1	24	0	38	66
TECHNICAL/ PARAPROFESSIONAL	2	0	2	0	4	50
SKILLED CRAFTS	1	0	1	0	2	50
TOTAL	82	21	67	8	178	49

*Adapted from Affirmative Action Plan (1986-87), Hudson County Community College.

The more recent composition, January 1987, of the faculty and administration is presented in Table 8.

TABLE 8 - RACE/ETHNICITY OF FACULTY AND ADMINISTRATORS, JANUARY 1987.

Race/Ethnicity	Faculty						Administrators		Total Faculty and Administrators	
	Full-Time		Part-Time		Total		Full-Time		Full-Time	
	N	%	N	%	N	%	N	%	N	%
Black	7	14	5	3	12	6	12	21	19	18
Hispanic	3	6	41	27	44	21	13	23	16	15
(Black & Hispanic)	(10)	(20)	(46)	(30)	(56)	(27)	(25)	(44)	(35)	(33)
White	33	65	106	69	139	68	29	51	62	57
Other	8	10	2	1	10	5	3	5	11	10
Total	51	101	154*	100	205	100	57	100	108	100

*Race/Ethnicity not available for 3 part-time faculty members.

Blacks and Hispanics account for one-third of these two groups; 44 percent of the administrators and 20 percent of the full-time faculty. In terms of full-time faculty, one must remember that HCCC is a contract college and relies on full-time faculty from Jersey City State College and Saint Peter's College for instruction in day courses in Allied Health and Public & Human Services (JCSC), and Business (SPC). This accounts for the relatively small number (N=51) of full-time faculty reported. It is also important to recognize that 40 percent (N=21) of the full-time faculty members hired directly by HCCC teach in culinary arts (N=12) or science and technology (N=9). The concentration of full-time faculty positions in these two highly specialized areas places additional constraints on HCCC's ability to hire minority faculty members. We are, therefore, particularly conscious of affirmative action goals in the case of the availability of full-time faculty positions.

Although trend data on the student population are presented in the next section, the race/ethnicity of the fall 1986 students is presented in Table 9.

TABLE 9 - RACE/ETHNICITY OF DEGREE CREDIT AND NONCREDIT (GED) STUDENTS, FALL 1986

	CREDIT STUDENTS		NONCREDIT STUDENTS		TOTAL STUDENTS	
	N	%	N	%	N	%
Race/Ethnicity						
Black (Non-Hispanic)	523	16	10	3	533	15
Hispanic	1518	48	281	88	1799	51
White (Non-Hispanic)	764	24	19	6	783	22
Asian & Pacific Islanders	241	8	1	<1	242	7
American Indian & Alaskian Native	19	<1	--	--	19	<1
Non-Resident Aliens	119	4	8	3	127	4
	3184	100	319	100	3503	99
Not Available	3		19	100	22	
	(3187)		(338)		(3525)	

HCCC serves a predominately minority (black 16% and Hispanic 48%) credit student population (64%). Minority students account for 71 percent (1,438 of 2,033) of the full-time credit students and for 52 percent (603 of 1,154) of the part-time credit students.

Department of Higher Education data provide an indication of the college's role as a minority institution within the state's community college sector (Table 10).

TABLE 10 - COMPARISON OF FULL-TIME MINORITY ENROLLMENT AT HCCC AND AT THE NEW JERSEY COMMUNITY COLLEGE SECTOR, FALL 1985

	Enrollment				
	Total Sector*		HCCC		HCCC as % of Total Sector
Students	N	%	N	%	%
Black	4,962	13	303	15	6
Hispanic	4,133	11	1,240	60	30
Total Minority	9,095	24	1,543	74	17
All Full-Time	38,446	100	2,081	100	5

*Adopted from Chancellor's Report To The Board of Higher Education (February 18, 1986), Tables 1 & 6.

In terms of both full-time black and Hispanic students, the HCCC percentage exceeded the percentage for the sector. This is particularly true for Hispanic students (74% vs. 24%); almost one-third of the full-time Hispanic community college students were enrolled at Hudson. To put this into perspective, the college accounted for only 5 percent of all full-time students in the sector.

A comparison with the 16 other community colleges indicates that in terms of absolute numbers, HCCC was 5th in full-time black enrollment and 1st in full-time Hispanic enrollment. The Hispanic enrollment (N=1,240) exceeded the total for the next two colleges (Passaic - 658 and Essex - 569 = 1,227). The college was 2nd in terms of total minority enrollment.* In terms of percentages, HCCC was 6th for black enrollment, 1st for Hispanic enrollment, and 3rd (1% behind Passaic) for total minority enrollment.

*During the fall of 1985 HCCC was 10th in terms of total full-time enrollment.

These comparative data should not be interpreted to mean that the college is satisfied with its levels of black and Hispanic enrollments. On the contrary, we argue that these and other data indicate that HCCC can recruit and retain a larger absolute and relative number of minority students.

Summary

The changes at the college from its inception (1974) to the present have contributed to the enhancement of its ability to be faithful to its motto - "Committed to Education for the Community."

The population, occupational, employment and business trends suggest that during the next five years the college will serve a population that is slightly larger and more minority (e.g., black and Hispanic) in composition, and an occupational structure that is increasingly oriented to technical and service occupations. The existence of the college's strong foundations offerings (basic skills) and bilingual and ESL offerings on the one hand, and the certificate/degree program divisions (Allied Health, Business, Culinary Arts, Public and Human Services, and Science and Technology) on the other hand, provide the structure within which the college can respond to the needs of the residents of the county. In addition, the demonstrated ability of the college to develop certificate/degree programs and short-term training programs indicates that the college can augment its existing structure to ensure that new population and occupational needs, consistent with the college's mission, are served.

HCCC will continue to devote a large percentage of its resources to minority (student, faculty and administrators) recruitment and retention. The data and present and projected activities described throughout this plan attest to the college's commitment in this area. However, in order to strengthen these activities, to develop new ones, and to analyze their impact and outcomes, additional funds may be needed from outside sources e.g., the Department of Higher Education.

The large Hispanic population in the county certainly makes HCCC a strategic educational institution in the state. At the same time, the concentration of the county's black population in Jersey City provides the college with a special opportunity to enhance the quality of life of the members of that population.

Finally, the college will continue to apply affirmative action procedures and goals to ensure the presence of minorities throughout its faculty, staff and administrative ranks.

MINORITY ENROLLMENT DATA

Enrollment Trends

Tables 11-13 present actual (1980-86) and expected (1987-90) credit student enrollment for total, full- and part-time students. Total and full-time enrollments peaked during 1984, while part-time enrollments peaked a year earlier (1983). Although total minority and Hispanic enrollments reproduce these patterns, black total and full-time enrollments peaked during 1982.

Recent enrollment (1984-86) for black and Hispanic students reveals the following. The decline in black enrollment has been reduced from 70 (1984-85) to 3 (1985-86). The total decline between 1985-86 is accounted for by a loss of 20 full-time students; there was an increase of 17 part-time students. During the 1984-86 period the college experienced significant declines among part- and full-time Hispanic students. The total decline from 1984 to 1985 was 202, and from 1985 to 1986 it was 160. A possible explanation for the 1984 to 1985 decrease may be found in the movement of the Bilingual Complex, during the summer of 1985, from Union City to West New York. For the first time in the history of the college, the bilingual program experienced a decline in enrollment (N=210). This number exceeded the 202 decline in total college Hispanic students. We anticipate that the new and expanded Bilingual Complex will attract students who failed to enroll during the transitional period. In reference to the 1985 to 1986 period, we have indicated (Table 9) that 281 Hispanic students enrolled in GED courses during the fall of 1986; an increase of 210 over the 71 Hispanic students in GED

students in GED courses during the fall of 1985. If these students were added to the Hispanic totals, the Hispanic enrollment would have increased from 1,749 (1985) to 1,799 (1986). The increase in Hispanic enrollment in the GED program rather than in a college credit program is a phenomenon to be monitored and understood.

A significant majority of minority students (total-74%, full-time-80%, part-time-60%) are Hispanic; therefore, as one would expect, the pattern of total minority enrollment reflects quite closely the pattern of Hispanic enrollment.

TABLE 11 - ACTUAL AND EXPECTED TOTAL ENROLLMENT ACCORDING TO RACE/ETHNICITY, FALL 1980 to FALL 1990

	Race/Ethnicity									
Year	Black		Hispanic		Black and Hispanic		Other*		Total	
	N	%	N	%	N	%	N	%	N	%
(Actual)										
1980	666	28	774	32	(1440)	(60)	952	40	2392	100
1981	668	23	1321	46	(1989)	(69)	879	31	2868	100
1982	672	20	1624	49	(2296)	(69)	1011	31	3307	100
1983	647	19	1776	51	(2423)	(70)	1028	30	3451	100
1984	596	17	1880	54	(2476)	(71)	1001	29	3477	100
1985	526	16	1678	50	(2204)	(66)	1161	35	3365	100
1986	523	16	1518	48	(2041)	(64)	1146	36	3187	100
(Expected)										
1987	547	16	1573	48	(2120)	(64)	1171	36	3291	100
1988	570	17	1638	48	(2208)	(65)	1209	35	3417	100
1989	611	17	1759	49	(2370)	(66)	1220	34	3590	100
1990	642	17	1785	49	(2427)	(66)	1243	34	3670	100

*All other students including "unknown."

TABLE 12 - ACTUAL AND EXPECTED FULL-TIME ENROLLMENT ACCORDING TO RACE/ETHNICITY, FALL 1980 TO FALL 1990

Year	Race/Ethnicity									
	Black		Hispanic		Black and Hispanic		Other*		Total	
	N	%	N	%	N	%	N	%	N	%
(Actual)										
1980	360	29	408	29	(768)	(62)	478	38	1246	100
1981	397	25	881	55	(1278)	(80)	313	20	1591	100
1982	418	21	1212	60	(1630)	(80)	395	20	2025	100
1983	387	18	1285	61	(1672)	(79)	448	21	2120	100
1984	354	15	1437	63	(1791)	(78)	498	22	2289	100
1985	303	15	1240	59	(1543)	(74)	538	26	2081	100
1986	283	14	1155	57	(1438)	(71)	595	29	2033	100
(Expected)										
1987	299	14	1195	57	(1494)	(71)	609	29	2103	100
1988	314	14	1238	57	(1552)	(71)	636	29	2188	100
1989	336	15	1340	57	(1676)	(72)	640	28	2316	100
1990	360	15	1360	57	(1720)	(72)	653	28	2373	100

*All other students including "unknown."

TABLE 13 - ACTUAL AND EXPECTED PART-TIME ENROLLMENT ACCORDING TO RACE/ETHNICITY, FALL 1980 TO FALL 1990

Year	Race/Ethnicity									
	Black		Hispanic		Black and Hispanic		Other*		Total	
	N	%	N	%	N	%	N	%	N	%
(Actual)										
1980	306	29	366	32	(672)	(59)	474	41	1146	100
1981	271	21	440	34	(711)	(56)	566	44	1277	100
1982	254	20	412	32	(666)	(52)	616	48	1282	100
1983	260	20	491	37	(751)	(57)	580	43	1331	100
1984	242	20	443	37	(685)	(58)	503	42	1188	100
1985	223	17	438	34	(661)	(51)	623	49	1284	100
1986	240	21	363	31	(603)	(52)	551	48	1154	100
(Expected)										
1987	248	21	378	32	(626)	(53)	562	47	1188	100
1988	256	21	400	32	(656)	(53)	573	47	1229	100
1989	275	22	419	33	(694)	(54)	580	46	1274	100
1990	282	22	425	33	(707)	(55)	590	45	1297	100

*All other students including "unknown."

Expected enrollments (1987-90) also appear in Tables 11-13; however, these data have been summarized in Table 14. We expect an increase of 15 percent (N=483) in total enrollment, 23 percent (N=119) in black enrollment, and 18 percent (N=267) in Hispanic enrollment. Seventy percent of the increase in minority enrollment (N=386) will be accounted for by Hispanic students, and minority enrollment is expected to account for 80 percent of the total increase. The expected mean percentage increase per year ranges from 2.1 for Other students to 3.8 for total students to 4.4 for Hispanic students to 5.7 for black students.

TABLE 14 - SUMMARY OF EXPECTED CHANGE IN ENROLLMENT ACCORDING TO RACE/ETHNICITY AND ENROLLMENT STATUS, FALL 1986 TO FALL 1990

	Race/Ethnicity				
	Black	Hispanic	Black and Hispanic	Other*	Total
Part-Time					
N Increase	42	62	(104)	39	143
% Increase	17.5	17.1	(17.2)	7.1	12.4
Mean N Increase/Year	10.5	15.5	(26.0)	9.7	35.7
Mean % Increase/Year	4.4	4.3	(4.3)	1.8	3.1
Full-Time					
N Increase	77	205	(282)	58	340
% Increase	27.2	17.7	(19.6)	9.7	16.7
Mean N Increase/Year	19.2	51.2	(70.5)	14.5	85.0
Mean % Increase/Year	6.8	4.4	(4.9)	2.4	4.2
Total					
N Increase	119	267	(386)	97	483
% Increase	22.7	17.6	(18.9)	8.5	15.1
Mean N Increase/Year	29.7	66.7	(96.5)	24.2	120.7
Mean % Increase/Year	5.7	4.4	(4.7)	2.1	3.8

*All other students including "unknown."

The expected increases in minority enrollments are accounted for, in a large part, by the expanded recruitment and retention activities presented in this plan. In addition, enrollment in all categories is expected to increase as a result of new and projected degree and certificate programs. The college's Master Plan (1986-1991) calls for the following timetable for new programs:

Legal Assisting (AAS) - 1986*
Fisheries and Marine Technology (AAS) - 1987
Nursing (AAS) -1988
Race Horse Industry (AAS) - 1989
Hotel Management (Certificate) - 1989

Finally, we anticipate an increase in enrollment as a result of increased admissions standards at Jersey City State College. As standards at JCSC increase, HCCC can anticipate an increase in the number of new students. It is likely that the majority of these students will be in need of basic skills courses, and that these students will be minority students from the schools in Jersey City.

Sources of Minority Enrollment

We have discussed the large Hispanic and black potential student pool available in Hudson County. The recruitment activities presented in this plan are directed at both the adult population and the population of high school seniors. Persons at least 18 years old are admitted to New Jersey community colleges regardless of whether or not they possess a high school diploma.

---

* The first class in Legal Assisting entered the College during the fall of 1986.

In this section we will examine the potential student pool among recent high school graduates. The data in Table 15 indicate that while approximately one-half of both Hispanic and black high school graduates in Hudson County continued immediately on to college in 1980, the rate for blacks had decreased to 36 percent in 1985 and the rate for Hispanics had decreased to 44 percent. The total minority rate had decreased to 41 percent, that is, almost 60 percent of the minority graduates in 1985 did not go directly to college. Additional recruitment activities at the high school level should result in an increase in the black and Hispanic college-going-rates. We recognize that not all minority students who go directly to college attend HCCC, however, we believe that the college's recruitment activities will increase the college-going-rates (two-and four-year) among minority high school graduates.*

TABLE 15 - BLACK (B) AND HISPANIC (H) COLLEGE GOING DATA FOR HUDSON COUNTY HIGH SCHOOL GRADUATES, 1980-1985

	Number of Graduates			Number Going to College			College Going Rate		
Year	B	H	B & H	B	H	B & H	B	H	B & H
1980	717	1526	2243	353	763	1116	49.2	50.0	49.7
1981	NA	NA	NA	NA	NA	NA	NA	NA	NA
1982	691	1565	2256	326	711	1037	47.2	45.4	46.0
1983	684	1572	2256	276	804	1080	40.4	51.1	47.9
1984	681	1616	2297	225	738	963	33.0	45.7	41.9
1985	796	1409	2205	288	624	912	36.2	44.3	41.4

*All other students including "unknown."

*The two-year college-going-rate for blacks in Hudson County increased from 15.6 percent (1978) to 21.4 percent (1983).

To place Hudson graduates in the context of the state, in 1985 Hispanics in Hudson County (N=1,409) accounted for 29 percent of the Hispanic high school graduates (N=4,791) in the state and for 31 percent (624 of 2,003) of the college-going Hispanics. At the same time, blacks in Hudson County (N=796) accounted for 7 percent of the black high school graduates in the state (N=11,609) and for 6 percent (288 of 4,844) of the college-going blacks in the state.

Although graduates going directly to college play a significant role at HCCC, and especially in the college's day programs, such students account for approximately only 30 percent of the college's first-time freshmen. That is, the majority of students at HCCC will continue to be adults who did not graduate from high school or who graduated from high school at least one year prior to having enrolled at the college.

The data in Table 16 indicate the actual and expected first-time freshmen enrollments, 1982-1990. Although there was not a continuous decline in total first-time freshmen, there was a decrease of 175 students between 1982 and 1986. We have seen (Table 11) that the total enrollment decreased by 120 students during that period. The difference is explained by increases in transfer and readmitted students. At the same time, minority first-time freshmen decreased by 213 (blacks by 59 and Hispanics by 154). Decreases occurred for part- and full-time minority students. The difference between the 213 loss of minority students and the 175 total first-time loss is, of course, accounted for by an increase of 38 "Other" students.

TABLE 16 - FIRST-TIME FRESHMEN ACCORDING TO RACE/ETHNICITY, FALL 1982 to Fall 1990*

Year	Race/Ethnicity									
	Black		Hispanic		Black and Hispanic		Other**		Total	
	N	%	N	%	N	%	N	%	N	%
(Actual)										
1982	261	18	720	51	(981)	(69)	441	31	1422	100
Part-Time	93	19	139	28	(232)	(46)	267	54	499	100
Full-Time	168	18	581	63	(749)	(81)	174	19	923	100
1983	216	17	629	50	(845)	(67)	409	33	1254	100
Part-Time	81	21	131	34	(212)	(56)	169	44	381	100
Full-Time	135	15	498	57	(633)	(73)	240	27	873	100
1984	187	14	785	58	(972)	(71)	390	29	1362	100
Part-Time	67	18	127	34	(194)	(52)	176	48	370	100
Full-Time	120	12	658	66	(778)	(78)	214	22	992	100
1985	210	15	664	48	(874)	(63)	524	37	1398	100
Part-Time	103	17	184	31	(287)	(48)	312	52	599	100
Full-Time	107	13	480	60	(587)	(73)	212	27	799	100
1986	202	16	566	45	(768)	(62)	479	38	1247	100
Part-Time	67	19	87	24	(154)	(43)	208	57	362	100
Full-Time	135	15	479	54	(614)	(69)	271	31	885	100
(Expected)										
1987	220	17	597	45	(817)	(62)	496	38	1313	100
Part-Time	72	19	95	25	(167)	(44)	216	56	383	100
Full-Time	148	16	502	54	(650)	(70)	280	30	930	100
1988	236	17	630	45	(866)	(62)	524	38	1390	100
Part-Time	77	19	101	25	(178)	(44)	228	56	406	100
Full-Time	159	16	529	54	(688)	(70)	296	30	984	100
1989	254	17	657	45	(911)	(62)	550	38	1461	100
Part-Time	81	19	107	25	(188)	(44)	240	56	428	100
Full-Time	173	17	550	53	(723)	(70)	310	30	1033	100
1990	277	18	698	45	(975)	(63)	562	37	1537	100
Part-Time	82	18	117	26	(199)	(44)	248	56	447	100
Full-Time	195	18	581	53	(776)	(71)	314	29	1090	100

*Complete data for 1980 and 1981 not available.
**All other students including "unknown."

While the number of part-time first-time freshmen minority students decreased by 133 (287-154) during the 1985 to 1986 period, the number of full-time first-time minority students increased by 27 (587-614). This increase is accounted for by an increase of 28 in the number of black full-time first-time students. This we take to be an indication of the positive impact of a recently hired recruiter who devotes much of her time to the recruitment of black students.

We expect, as a result of the recruitment activities described in this plan and the introduction of five new degree and certificate programs, an increase of 290 (23%) first-time freshmen between 1986 (N=1,247) and 1990 (N=1,537). This will account for 60 percent of the expected 483 increase in total enrollment; the remaining 40 percent will result from readmitted and transfer students, and from the retention activities presented in this plan.

Seventy-one percent (N=207) of the expected increase in first-time freshmen is accounted for by minority students (blacks - 75 or 26%, Hispanics - 132 or 45%).

Educational Opportunity Fund Students

In both 1981 and 1986, 213 EOF slots were allocated to HCCC. In absolute (189 vs. 172) and relative (89% vs. 81%) terms, minority presence in the program has declined (Table 16). However, minority presence (N=172) was higher in the fall of 1986 than it was in any year since 1981. Within the minority category, the general trend has been an increase in Hispanic students (from 88 in 1981 to 113 in 1986) and a decrease in black students (from 101 in 1981 to 59 in 1986). In a reversal of this trend, 7 more blacks were enrolled in the program during 1986 than were enrolled during 1985.

TABLE 17 - COMPARISON OF EOF AND NON-EOF STUDENTS ACCORDING TO RACE/ETHNICITY, FALL 1981 TO FALL 1990*

Year	Race/Ethnicity									
	Black		Hispanic		Black and Hispanic		Other**		Total	
	N	%	N	%	N	%	N	%	N	%
(Actual)										
1981	668	23	1321	46	(1989)	(69)	879	31	2868	100
EOF	101	47	88	41	(189)	(89)	24	11	213	100
Non-EOF	567	21	1233	46	(1800)	(68)	855	32	2655	100
1982	672	20	1624	49	(2296)	(69)	1011	31	3307	100
EOF	91	46	80	40	(171)	(86)	28	14	199	100
Non-EOF	581	19	1544	50	(2125)	(68)	983	32	3108	100
1983	647	19	1776	51	(2423)	(70)	1028	30	3451	100
EOF	81	43	87	47	(168)	(90)	18	10	186	100
Non-EOF	566	17	1689	52	(2255)	(69)	1010	31	3265	100
1984	596	17	1880	54	(2476)	(71)	1001	29	3477	100
EOF	72	36	93	47	(165)	(83)	33	17	198	100
Non-EOF	524	16	1787	54	(2311)	(70)	968	30	3279	100
1985	526	16	1678	50	(2204)	(66)	1161	35	3365	100
EOF	52	26	110	55	(162)	(81)	38	19	200	100
Non-EOF	474	15	1568	49	(2042)	(65)	1123	35	3165	100
1986	523	16	1518	48	(2041)	(64)	1146	36	3187	100
EOF	59	28	113	53	(172)	(81)	41	19	213	100
Non-EOF	464	16	1405	47	(1869)	(63)	1105	37	2974	100
(Expected)										
1987	547	16	1573	48	(2120)	(64)	1171	36	3291	100
EOF	65	30	117	53	(182)	(83)	37	17	219	100
Non-EOF	482	16	1456	47	(1938)	(63)	1134	37	3072	100
1988	570	17	1638	48	(2208)	(65)	1209	35	3417	100
EOF	67	30	120	53	(187)	(83)	39	17	226	100
Non-EOF	503	16	1518	48	(2021)	(63)	1170	37	3191	100
1989	611	17	1759	49	(2370)	(66)	1220	34	3590	100
EOF	68	30	122	53	(190)	(83)	40	17	230	100
Non-EOF	543	16	1637	49	(2180)	(65)	1180	35	3360	100
1990	642	17	1785	49	(2427)	(66)	1243	34	3670	100
EOF	70	29	124	52	(194)	(82)	44	18	238	100
Non-EOF	572	17	1661	48	(2233)	(65)	1199	35	3432	100

*Complete data for 1980 are not available.
**All other students including "unknown."

Expected EOF enrollment (1987-90) are also presented in Table 17. We are projecting an increase of 25 slots during this period. Our expectation is that 22 (88%) of these new slots will be filled by minority students (blacks and Hispanics accounting for 11 slots each).

Finally, the percentages for each racial/ethnic group indicate that the percentage of minorities in the EOF program has exceeded the percentage in the total college and among Non-EOF students each year from 1981-1986. This pattern is even more dramatic in the case of black students; for example, although blacks accounted for 16 percent of all students in 1986, they accounted for 28 percent of EOF students. For the past two years, 1985 and 1986, Hispanics contributed a somewhat larger percentage to the EOF program than to the total college population. Our projections call for the maintenance of this relationship between the relative contributions of black and Hispanic students to the EOF program and their relative contributions to the larger college population.

Retention

The major limitation in our data involves the absence of retention and associated research on the racial/ethnic groups represented at the college. This deficiency is a result of the following: (a) The computer system in place prior to the fall of 1985 had limited capacity and capabilities, therefore, all retention data had to be analyzed by hand; and (b) During the 1981-1986 period, the Office of Planning, Research, and Evaluation focused much of its resources on the Cyclical Program/Services Review Process conducted in association with the Commission on Higher Education, Middle States. Through

this alternative route to reaccreditation, each academic and service program was evaluated internally and externally. In the summer of 1986, the college became the first institution to receive reaccreditation through this new process.

The following changes in each of these areas will enable the Office of Planning, Research and Evaluation to develop sophisticated multivariate analyses of retention data according to race/ethnicity and other characteristics of students: (a) The college has installed a new computer system (Digital Equipment Corp. VAX 11/750). A terminal has been placed in the research office, and SPSS-X (statistical software package) has been purchased; (b) During the current five-year period (1986-91), the college will engage in the Periodic Review phase of the Cyclical Program/Services Review Process. This will involve reports on the status of the recommendations that emerged during the first five-year cycle, and projections for the next five-year cycle. These reports will be produced at the program/department level and will not require a significant investment of the resources of the Office of Planning, Research, and Evaluation.

As a result of these changes, the Office will be in a position to conduct comprehensive retention studies beginning with the entering fall 1986 cohort. Commencing with the fall 1987 semester, retention patterns for the cohort will be ascertained on a semester basis. Data will be analyzed separately for the various race/ethnic categories (i.e., blacks, Hispanics, total minority, other, total students), and relationships among these data and other personal (e.g., gender, age, marital status, employment status), and educational (e.g., basic skills scores, program, high school graduation, full- and part-time enrollment, day and evening enrollment) variables will be explored. In addition, interviews will be conducted with persisters and non-persisters.

Although we have not produced a comprehensive retention study, we do have a number of retention studies of particular cohorts and subpopulations. We, of course, have four-semester analyses of our entering basic skills and non-basic skills students (Annual Basic Skills Effectiveness Study). The most recent data are based on the entering fall 1984 cohort. For these full-time students, approximately 40 percent of those in need of no remediation were enrolled four semesters later (spring 1986), while over 60 percent of those in need of remediation and complete it, and 20 percent of those in need of remediation and failed to complete it were enrolled. Students who complete remediation have a higher retention rate than do students who did not need remediation or failed to complete it. This is an important finding given the fact that during 1986, 71 percent of the students were in need of reading remediation, 66 percent were in need of writing remediation, and 79 percent were in need of computation remediation.

Entering full-time basic skills and non-basic skills students have been the subject of a five semester (fall 1981-fall 1983) retention study (See Table 18).* The major findings are:

> students in need of no basic skills courses were more likely to return each semester, with the exception of the fifth semester (76% vs. 63%, 52% vs. 38%, 43% vs. 29%, 19% vs. 16%);

* Mark Oromaner, A Retention Study of Entering Students in Basic Skills Courses and Students in Non-Basic Skills Courses (June 1985). Office of Planning, Research and Evaluation.

students in need of basic skills were more likely than were students in need of no basic skills to enroll for one semester (34% vs. 23%), while students in need of no basic skills were more likely to enroll for four or five semesters (40% vs. 27%);

students do not exhibit the "stopout" phenomenon. Only 28 of 413 students (7%) returned after they had been out of HCCC for at least one semester;

students exhibited a graduation rate of 20 percent (24 of the 122 non-basic skills students received a certificate or degree within four semesters. Four student received both a certificate and a degree);

students in allied health, business, and public and human services programs did not differ in the number of semesters in which they enrolled;

This study was the model for a retention analysis of bilingual (Spanish-speaking) students who entered during the fall of 1982. These students were followed through the spring of 1986 (8 semesters). The 1982 bilingual cohort had a retention pattern similar to the pattern exhibited by the 1981 cohort cited above. For example, 31 percent of both cohorts enrolled for one semester and 13 percent enrolled for at least five semesters. A more refined analysis indicates that bilingual students resemble basic skills students in the sense that they are more likely than are non-basic skills students to enroll for one semester and less likely to enroll for four or more semesters.*

---

*JoAnna Hunter-Manns, 1982 Bilingual Study: Interim Report 1 - Enrollment Patterns, Fall 1982-Spring 1986 (November 1986), Bilingual Study: Interim Report 2 - Retention, Fall 1982 - Spring 1986 (February 1987). Office of Planning, Research and Evaluation.

TABLE 18

ENROLLMENT (FALL 1981 - FALL 1983) OF ENTERING FALL 1981 NON-BASIC SKILLS AND BASIC SKILLS STUDENTS (FULL-TIME)*

Retention Status	Fall 1981		Spring 1982		Fall 1982		Spring 1983		Fall 1983	
	N	%	N	%	N	%	N	%	N	%
Enrolled										
Non-Basic Skills	122	100	93	76	63	52	53	43	19	19[3]
Basic Skills	291	100	182	63	112	38	83	29	48	16
	(413)	(100)	(275)	(66)	(175)	(42)	(136)	(33)	(67)	(17)
Graduates	-	-	(6)[1]	(5)	-	-	(24)[2]	(20)		
Did Not Enroll										
Non-Basic Skills	-	-	29	24	59	48	69	57	79	81
Basic Skills	-	-	109	37	179	61	208	71	243	84
			(138)	(34)	(238)	(58)	(277)	(67)	(322)	(83)
			(413)	(100)	(413)	(100)	(413)	(100)	(389)[4]	(100)

[1]Six of these students received certificates during 1982. Five of these continued at HCCC during the fall of 1982 and four received degrees in 1983.

[2]These 24 students received degrees.

[3]The 24 Spring 1983 graduates have been eliminated from the base for the fall of 1983. The base for Non-Basic Skills students during that semester is 98 (122 - 24).

[4]This figure reflects the fact that Spring 1983 graduates have been eliminated (413 - 24 = 389).

*Mark Oromaner, A Retention Study of Entering Students in Basic Skills Courses and Students in Non-Basic Skills Courses (June 1985). Office of Planning, Research and Evaluation.

These data are important in light of the fact that in recent years (1982-85), bilingual students accounted for an average of 30 percent of all students at HCCC and for an average of 58 percent of all Hispanic students. We anticipate no significant changes in these relative numbers during the next five years. Retention activities at HCCC must take into account the large basic skills and bilingual populations.

Each of the studies cited, as well as other studies at HCCC, suggest that bewtween 45% and 55% of our students return after one year, that is, fall to fall retention. It was found that 71 percent of those who used the EOF tutorial component for six or more sessions returned from fall 1985 to fall 1986.*

An unknown number of students who fail to continue at the college may be classified as "successful non-completers." For instance, the three most frequently given reasons for failure to continue in our data processing program were: employment related (25%), financial (18%), and only planned to take 1 or 2 classes (12%).** That is, we must know the goals of students if we are to obtain valid information concerning retention. This is one of the reasons for the inclusion of interviews in our proposed comprehensive retention study of the 1986 entering cohort. Sixty-two percent of the data processing students who failed to return, enrolled for just one semester. The results of that study also point to another aspect of the "successful non-completer" phenomenon. Six percent of those who did not

*Joseph Pedoto, Educational Opportunity Fund Periodic Review (Spring 1987). Office of EOF.

**Kenneth Dwyer, Data Processing Self-Study (1984), Business Division.

continue in the program transferred to another college. From our point of view, a student who initially enrolls at HCCC and subsequently transfers to a four-year college must be distinguished from one who drops out of school. The contract nature of HCCC, that is, the fact that day Public and Human Services students and Allied Health students take classes on the campus of Jersey City State College, and that day Business students take classes on the campus of Saint Peter's College, suggests that there are structural reasons leading one to hypothesize that transfer to a four-year college is more likely to occur among HCCC students than it is among community college students on a traditional campus.*

Retention and interview data are needed for each of HCCC's academic programs. Such studies must control for the relative contributions of full and part-time students and of day and evening students.

With the exception of the finding that 20 percent of the entering full-time 1981 students graduated within four semesters, we lack systematic data on graduation rates. The data in Table 19 do, however, present degrees and certificates awarded (1977-1986) and projected (1987-1990).**

*HCCC students taking classes on the campus of the two cooperating colleges account for approximately 13 percent of all HCCC students. Identical student support services are provided by HCCC regardless of the site at which students take courses. All students participate in all recruitment and retention activities at HCCC.

**Graduation data and associated discussion are based on Mark Oromaner, Degrees and Certificates Conferred, 1977-1986 Data Report 86-1 (September 1986). Office of Planning Research and Evaluation.

TABLE 19- CERTIFICATES AND DEGREES AWARDED (1977-1986) AND PROJECTED (1987-1990)

	Certificates	Degrees	Total	Cumulative Total
(Awarded)				
1977	28	10	38	-
1978	11	18	29	67
1979	10	44	54	121
1980	14	91	105	226
1981	10	114	124	350
1982	17	128	145	495
1983	18	180	198	693
1984	11	183	194	887
1985	14	192	206	1093
1986	19	200	219	1312
(Projected)				
1987	26	225	251	1563
1988	40	250	290	1853
1989	50	280	330	2183
1990	65	310	375	2258

Although it took HCCC nine years to award its first 1000 degrees and certificates, we anticipate that it will take four years for the college to award its second 1000 degrees and certificates.

The data in Table 20 permit a comparison between division/program enrollment (fall 1985) and the number of certificates/degrees awarded (1986). These data present a very rough approximation; enrollment data include all students who designated a program, e.g., part-time, full-time, bilingual and students taking basic skills courses. The contribution of these various categories to each division/program has not been taken into account. We have also excluded from the enrollment data students in programs in which no degrees were awarded. With the exception of the Culinary Arts Institute, there is a close fit between awards and enrollment. In addition, if all science & technolgy students are included, i.e., students in programs in which no awards were made, this division accounted for 10 percent of the enrollment and 10 percent of the certificate/degrees. In the case of the culinary program, students accounted for 7 percent of the enrollment and for 23 percent of the awards. Culinary students are full-time and are therefore expected to be overrepresented in an analysis in which enrollment reflects all (part- and full-time) students.

Data on the gender and race/ethnicity of the 1986 graduates and of all students are presented in Table 21. The graduates are quite representative of all students in terms of male/female contribution. In order to examine racial/ethnic composition, two sets of data have been prepared; one set for all students and one set with Bilingual Division students eliminated. The special nature of these students does, we suggest, confound such comparisons.

TABLE 20- COMPARISON OF ENROLLMENT DATA (FALL 1985) AND CERTIFICATES/DEGREES CONFERRED (1986) ACCORDING TO PROGRAM/DIVISION

PROGRAM/DIVISION	CERTIFICATES/DEGREES		ENROLLMENT	
	N	%	N	%
ALLIED HEALTH:	(20)	(9)	(344)	(12)
Medical Assisting	8	4	274	9
Medical Record Technology	12	5	70	2
BUSINESS:	(108)	(49)	(1727)	(60)
Accounting	24	11	374	13
Data Processing	41	19	726	25
Management	25	11	328	11
Office Systems Technology*	18	8	299	10
Real Estate and Insurance	-	-	-	-
PUBLIC AND HUMAN SERVICES:	(19)	(9)	(451)	(16)
Child Care	4	2	132	5
Criminal Justice	7	3	111	4
Human Services	4	2	177	6
Public Administration	4	2	31	1
SCIENCE AND TECHNOLOGY:	(21)	(10)	(165)	(6)
Chemical Technology	1	<1	5	<1
Electronics Engineering Technology**	20	9	160	6
CULINARY ARTS	(51)	(23)	(212)	(7)
TOTAL	219	100	2899***	101

* Formerly, Secretarial Studies.
**Formerly, Electronics Technology.
*** Does not include programs in which no degrees were awarded (i.e., Real Estate & Insurance, Computer Technology, Computer Science Engineering Science. The total fall 1985 enrollment in these programs was 301 (301 + 2899= 3200). Two hundred and fifty-seven of the 301 excluded students were in Science & Technology programs. If students had been included, the Science & Technology Division would have accounted for 10% (N=330) of all students rather than the 6% presented in the Table.

A comparison of total enrollment and awards suggests that Hispanics are underrepresented among award recipients (50% vs. 33%) and that whites are overrepresented (23% vs. 47%). However, if bilingual students are eliminated, the percentage of Hispanics in both groups is identical (32% vs. 33%), and the overrepresentation of whites is decreased to 32 percent vs. 47 percent. The elimination of bilingual students, of course, increases the percentage of blacks in the enrollment (16% to 21%); blacks are now underrepresented in the graduating class (21% vs. 13%).

TABLE 21- COMPARISON OF ENROLLMENT DATA (FALL 1985) AND CERTIFICATES/DEGREES CONFERRED (1986) ACCORDING TO GENDER AND RACE/ETHNICITY

CHARACTERISTIC	TOTAL ENROLLMENT		TOTAL ENROLLMENT MINUS BILINGUAL DIVISION ENROLLMENT		CERTIFICATES/ DEGREES	
	N	%	N	%	N	%
Sex:						
Male	1463	44			107	49
Female	1902	56			112	51
	(3365)	(100)			(219)	(100)
Race/Ethnicity:						
Non-Resident Alien	84	2	84	3	5	2
Black	526	16	526	21	28	13
Asian/Pacific Islander	290	9	290	12	10	5
Hispanic	1678	50	789*	32	73	33
White	787	23	787	32	103	47
	(3365)	(100)	(2476)	(100)	(219)	(100)

*Fall 1985 Bilingual Division enrollment (N=889) has been removed from Hispanic category. Bilingual Division students accounted for 53 percent of all Hispanic students.

The role of race/ethnicity is explored along divisional lines in Table 22. Hispanics differ from blacks and whites in the extent to which they are concentrated in one division, the Business Division. That is, while 71 percent of Hispanics received degrees in that division, less than one-half of the whites (42%, Culinary) or blacks (36%, Business) were concentrated in one division. It is interesting to note that although only 42 percent of the awards received by whites were granted in culinary arts, whites accounted for 84 percent of the

culinary arts degrees. In contrast, Hispanics accounted for 4 percent of these degrees (N=2). We have seen that culinary degrees contribute 25 percent of the degrees awarded each year. If this were to continue, and no change were to take place in the composition of the culinary graduating class, the college might experience a significant decrease in the percentage of graduates accounted for by minority students. Also, there was only 1 black degree recipient in Science & Technology.

TABLE 22- CERTIFICATES/DEGREES CONFERRED (1986) ACCORDING TO RACE/ETHNICITY AND DIVISION

DIVISION	BLACK	WHITE	HISPANIC	ASIAN	NON-RESIDENT ALIEN	TOTAL
ALLIED HEALTH:						
N	5(18)*	6(6)	8(11)	1(10)	-(-)	20(9)
%	25	30	40	5	-	100
BUSINESS:						
N	10(36)	37(36)	52(71)	7(70)	2(40)	108(49)
%	9	34	48	6	2	99
CULINARY ARTS:						
N	5(18)	43(42)	2(3)	-(-)	1(20)	51(23)
%	10	84	4	-	2	100
PUBLIC AND HUMAN SERVICES:						
N	7(25)	6(6)	6(8)	-(-)	-(-)	19(9)
%	37	32	32	-	-	101
SCIENCE AND TECHNOLOGY:						
N	1(4)	11(11)	5(7)	2(20)	2(40)	21(10)
%	5	52	24	9	9	99
TOTAL						
N	28(101)	103(101)	73(100)	10(100)	5(100)	219(100)
%	13	47	33	5	2	100

*Column percentages.

During the next three years, we anticipate a larger percentage of minority students among the graduating classes. The ability to achieve this goal will, to a significant extent, be dependent on our ability to recruit and retain minority students in our programs. The college's Challenge Grant Program "Bilingual Culinary Arts Track" will make major contributions to our ability to provide Hispanic students with an opportunity to enter and to graduate from our culinary arts institute.

Summary

Given the size of the potential pool of minority students in Hudson County on the one hand, and the development of five new certificate/degree programs and the implementation of this strategic plan on the other hand, we believe that the increases in total minority enrollment and first-time enrollment presented in this section are reasonable and realistic. To repeat: we are projecting an increase of 119 black and 267 total students, and 75 black and 132 Hispanic students by the fall of 1990. That is, we believe that we can reverse the recent decline in minority enrollment at HCCC. We are particularly encouraged by the fact that although total black enrollment decreased by 70 for the period 1984-1985, the decrease was reduced to 3 for the period 1985-1986. We are also encouraged by the fact that in contrast to a decline of 13 black full-time first-time students during 1984 to 1985, there was an increase in this category of 28 students during 1985 to 1986. We take these as indications of the positive impact of black recruitment activities put in place within the past two years.*

Finally, although we believe that recruitment activities will account for 60 percent of the expected increase in minority enrollment, we also believe that retention activities and a comprehensive retention study will enable the college to retain a larger percentage of minority students than it retains at present. The retention study will also contribute to our understanding of the meaning of retention and attrition at HCCC.

* We anticipate that the appointment of an additional bilingual (Spanish-speaking) recruiter during the 1987-88 academic year will have a significant impact on Hispanic enrollment.

SHORT-TERM GOALS AND CURRENT ACTIVITIES

This chapter comprises two major sections - recruitment and retention. Within each section there are subsections containing short-term goals and activities/evaluation. For a rationale and specification (i.e., part- and full-time) of the goals, the reader is referred to Tables 11 - 17 and to the associated text.

Recruitment

Goals

I. To provide, through an integrated recruitment plan, various means of informing minority populations about HCCC and its programs.

II. To remove economic barriers for minority students who wish to enroll at HCCC.

III. To increase the number of minority first-time freshmen (both part- and full-time) enrolled at HCCC.

iiia. To increase the total number of black first-time freshmen by 18 (9%) during the next year (Fall 1986 - Fall 1987).

iiib. To increase the total number of black first-time freshmen by 34 (17%) during the next two years (Fall 1986 - Fall 1988).

iiic. To increase the total number of Hispanic first-time freshmen by 31 (5%) during the next year (Fall 1986 - Fall 1987).

iiid. To increase the total number of Hispanic first-time freshmen by 64 (11%) during the next two years (Fall 1986 - Fall 1988).

IV. To increase the number of minority students in the EOF program.

iva. To increase the number of black EOF students by 6 (10%) during the next year (Fall 1986 - Fall 1987).

ivb. To increase the number of black EOF students by 8 (14%) during the next two years (Fall 1986-Fall 1988).

ivc. To increase the number of Hispanic EOF students by 4 (4%) during the next year (Fall 1986 - Fall 1987).

ivd. To increase the number of Hispanic EOF students by 7 (6%) during the next two years (Fall 1986 - Fall 1988).

ive. To increase the number of EOF slots allocated to HCCC by 6 (3%) during the next year (Fall 1986 - Fall 1987).

ivf. To increase the number of EOF slots allocated to HCCC by 13 (6%) during the next two years (Fall 1986 - Fall 1988).

Activities and Evaluation

Activities	Evaluation
1. Two recruiters have been hired to assist the Vice President for Admissions. One of the recruiters works primarily in the black communities.	- Number of minority groups visited. - Achievement of recruitment (first-time freshmen) goals.
2. Increased contacts have been made with community organizations and agencies, e.g., welfare offices, churches, employment centers, and housing projects.	- Number of visits to agencies. - Questionnaire distributed to 1986 entering cohort to determine how many students heard about HCCC through these contacts.
3. Video tapes have been developed to be used as recruitment tools for the college as a whole as well as for particular programs. These are supplemented with a new admissions bulletin and updated program brochures.	- Number of video presentations to minority or predominantly minority groups. - Feedback from audience concerning the value of video tapes.

Activities	Evaluation
4. The Bilingual Center has been relocated to an expanded site in West New York.	- Has Bilingual Center enrollment contributed or exceeded its proportional share (i.e., present percentage) to the total increase in Hispanic students?
5. Continued visits to every high school in Hudson County.	- Number of black and Hispanic students recruited as a result of these visits.
6. To provide assistance (English and Spanish) to students in filling out forms to apply for federal and state financial aid.	- Have minority students received college work-study jobs? - How many minority students, in relative and absolute terms, receive financial aid?
7. Increased use of the media to disseminate information (English and Spanish) about the college.	- Number of media presentations (English and Spanish). - List of media employed. - Questionnaire to 1986 entering cohort concerning channels through which information about the college reached them.
8. To request additional EOF slots from EOF central.	- Comparisons of the numbers of slots allocated to HCCC during 1986, 1987 and 1988.
9. Monitor, on a semester basis, the first-time freshmen data according to race/ethnicity.	- Compare 1986, 1987, and 1988 data.

Retention

Goals

I. To provide minority students with support systems, e.g., tutorial program, computer assisted instruction, language laboratory, etc.

II. To provide Spanish-speaking students with transitional bilingual, immersion and ESL courses.

III. To provide, through an extended orientation program, minority students with knowledge of college survival skills.

IV. To make counselors aware of students who may, for academic or personal reasons, fail to continue in their program of study.

V. To design and implement a comprehensive retention study beginning with the entering fall 1986 cohort.

VI. To increase the number of minority students (both part- and full time) enrolled at HCCC.

via. To increase the total number of black students by 24 (5%) during the next year (Fall 1986 - Fall 1987).

vib. To increase the total number of black students by 47 (9%) during the next two years (Fall 1986 - Fall 1988).

vic. To increase the total number of Hispanic students by 55 (4%) during the next year (Fall 1986 - Fall 1987).

vid. To increase the total number of Hispanic students by 120 (8%) during the next two years (Fall 1986 - Fall 1988).

Activities and Evaluation

Activities	Evaluation
1. Tutoring is provided to all students whenever it is requested or needed.	- Have minority students who are in danger of failing a course been referred for tutoring? - How many minority students receive tutoring? - How many times do minority students attend tutoring sessions? - What grades do minority students receive in tutor related courses?

Activities	Evaluation
2. Laboratory assistants have been hired to assist students in use of software in the micro-computer labs. (A large selection of software packages has already been acquired).	- How many minority students use the Laboratory for CAI?
3. The college applied for and received a grant (Title III) to hire four instructional resources coordinators to assist students, especially minority students, with the use of software and other college resources.	- How many minority students receive assistance from the instructional resources staff?
4. An Inter-Media Language and CAI Laboratory has been developed to assist students at the Bilingual Center.	- How many students used the laboratory during the previous academic year? - Student survey to determine whether students found laboratory work beneficial.
5. The student services counseling staff has been made more aware of the retention problem and has intensified its work with high risk students.	- How many minority students did counselors assist? - How many minority students returned the following semester? - What do counselor records show concerning reasons for attrition?
6. Counselors offer workshops to address issues that interfere with academic progress of minority students (e.g., Single Parenting, Time Management, Study Skills, Test Anxiety...)	- How many minority students attend these workshops? - What feedback is received through student evaluation forms?
7. All students receive career advisement in the context of selection of program as it relates to future employment.	- Have minority students received placement for "program-related" work experience?

Activity	Evaluation
	- How many minority students were placed?
	- Have minority students been placed in any other jobs?
	- How many minority students took advantage of company recruitment days?
	- How many minority students receive career planning and placement advisement?
	- How many minority students receive, career advisement at the academic program level, e.g., allied health, culinary arts?
8. First-time students are targeted for an ongoing College Survival Skills orientation program (a noncredit 16 week series taught by counselors).	- How many minority students were registered for the College Survival Skills course?
	- How many minority students complete the course?
	- Survey to determine whether students considered the course helpful.
9. Research project focusing on all aspects of retention. The entering 1986 cohort will be followed. Enrollment and performance data will be supplemented with questionnaire responses from persisters and non-persisters.	- Interpretation of data and the development of policy implications.
10. Monitor, on a semester basis, the total college enrollments according to race/ethnicity.	- Compare 1986, 1987 and 1988 data.

LONG-TERM GOALS AND PROJECTED ACTIVITIES

This chapter contains our longer-term (3-5 years) goals and activities. For each item we have indicated the major personnel responsible, resources and materials needed, and time of implementation.

Each of the general or umbrella goals presented, e.g., "To enhance ways of easing the transition of minority students to HCCC," addresses a broad category, e.g., "Removing Barriers to Success." In addition to these goals, we have listed quantitative goals for the period 1986-1991.*

Quantitative Goals

I. To increase the total number of black first-time freshmen by 95 (42%) during the next five years (Fall 1986 - Fall 1991).

II. To increase the total number of black students by 147 (28%) during the next five years (Fall 1986 - Fall 1991).

III. To increase the total number of Hispanic first-time freshmen by 172 (30%) during the next five years (Fall 1986 - Fall 1991).

IV. To increase the total number of Hispanic students by 292 (19%) during the next five years (Fall 1986 - Fall 1991).

V. To increase the number of black EOF students by 16 (27%) during the next five years (Fall 1986 - Fall 1991).

VI. To increase the number of Hispanic EOF students by 16 (14%) during the next five years (Fall 1986 - 1991).

VII. To increase the total number of EOF slots allocated to HCCC by 37 (17%) during the next five years (Fall 1986 - Fall 1987).

*Annual goals (part- and full-time) for the period 1986-1990 appear in Tables 11 - 17.

Ensuring Access And Recruitment Strategies

To inform minority populations about HCCC and its programs.

Activities	Personnel Responsible	Resources/Materials	Time
1. Hold "College Awareness Days" on and off campus.	Vice President for Admissions. Vice President for Student Development.	Recruitment Video. College Brochures. Appropriate Handouts. College Facilities. Community Facilities. College Personnel.	In progress and ongoing 1st week of August 1st week of December 1st week of April
2. Hold financial aid and program seminars for parents and prospective students.	Vice President for Student Development. Director of Financial Aid.	Financial Aid. Applications. College Brochures. Appropriate Handouts. College Facilities. College Personnel.	In progress and ongoing 1st week of August 1st week of December 1st week of April
3. Set up informational displays in libraries, churches, local businesses, and housing projects.	Vice President for Community Affairs. Vice President for Admissions.	Posters. College Brochures. Community Facilities.	Commencing August 1987
4. Set up institutional "hot-line" in conjunction with informational activities.	Vice President for Administration. Vice President for Student Development.	Telephone system. Trained workers to respond to inquiries.	Commencing August 1987
5. Have signs posted in the community indicating the location of the college's Administration Building.	Vice President for Community Affairs. Public Relations Officer.	College Budget.	August 1987
6. Explore feasibility of opening satellite centers in Bayonne, Hoboken, and the black community of Jersey City.	Executive Vice President. Vice President for Academic Affairs. Vice President for Administration.	Class facilities. Faculty. Administrators. Counselors.	Report by September 1987
7. Establish contact with church and community leaders.	Vice President for Community Affairs. Vice President for Student Development.	Facility for meetings.	May 1987 and each subsequent semester
8. Establish a Community Advisory Task Force.	Vice President for Community Affairs. Vice President for Student Development.	Black and Hispanic Church Leaders. Community and Business Groups.	August 1987 and ongoing
9. Sponsor black and Hispanic Cultural Activities (Performing Arts and Lecture Series).	Assistant Dean of Student Affairs. Assistant to the Vice President for Academic Affairs. Dean for Bilingual Education.	College Facilities.	September 1988 and ongoing

Activities	Personnel Responsible	Resources/Materials	Time
10. Hire an Hispanic Recruiter.	Dean for Bilingual Education. Vice President for Admissions.	College Budget.	Fall 1987

Removing Barriers to Success

To enhance ways of easing the transition of minority students to HCCC.

Activities	Personnel Responsible	Resources/Materials	Time
1. Continue an expanded orientation program	Vice President for Academic Affairs. Director of Career Planning and Placement. Vice President for Student Development. Basic Skills Chairperson.	College Personnel.	In progress and ongoing
2. Assign student helpers (English and Spanish speakers) during registration, and continue seeking ways to ease the registration process.	Assistant Dean of Student Affairs. Vice President for Administration.	College work study budget. Trained Students.	September 1987 and ongoing

Counseling and Academic Support Services

To expand counseling and academic support services for minority students in order to remove barriers to the achievement of ecducational goals.

Activities	Personnel Responsible	Resources/Materials	Time
1. Pre-register all minority students for following semester whenever possible.	Counseling Services Staff. Registrar. Department Chairs. Assigned Instructional staff.	Registration Material.	In progress and ongoing
2. Assist students in the filling out of financial aid forms.	Counseling Services Staff. Financial Aid Staff.	Financial Aid Forms.	In progress and ongoing
3. Maintain contact with pre-registered students during inter-session period.	Counseling Service Staff.	Counselors.	In progress and ongoing
4. Provide workshops for counseling and academic staff to sensitize them to their role in minority student retention.	Vice President for Student Development. Dean of Bilingual Education. Vice President for Academic Affairs.	Films. Community experts. Trained seminar leaders.	By September 1987 and once each subsequent semester.

5. Explore possibilities of including minority themes in the curriculum.	Vice President for Academic Affairs.	College faculty. Library Holdings.	By September 1988
6. Enroll a larger number of minority students in the EOF Program	Director of EOF	Additional EOF Slots.	In progress and ongoing

Other Student Services

To explore ways of providing other services that will support minority students in the achievement of their educational goals.

Activities	Personnel Responsible	Resources/Materials	Time
1. Establish a community mentorship program for minority students.	Vice President for Student Development. Dean of Bilingual Education.	Community Volunteers.	By September 1987 and ongoing
2. Encourage minority students to organize and to develop advocacy skills.	Assistant Dean of Student Affairs. Counseling services staff.		By February 1988 and ongoing
3. Develop and provide cultural programs and activities for minority students.	Assistant Dean of Student Affairs. Director of Special Services Program. Director of E.O.F. Program.	Student Activities budget. Special Services Program. E.O.F. Cultural Activities budget.	Ongoing
4. Explore possibility of facilitating child care services for minority students.	Vice President for Student Development. Coordinator of Child Care Program. Chairperson of Public and Human Services Division.	Child Care Facility. Trained Personnel.	Report submitted by Spring 1988.

Retention Strategies

To continue to assess student progress in order to identify early warning signs for difficulties leading to attrition among minority students.

Proposed Activities	Personnel Responsible	Resources/Materials	Time
1. Review midterm advisory grades.	Counseling Services Staff. Title III Grant Staff.	Instructors' Records. Registrar.	In progress and ongoing each semester by 2nd week after grades are submitted.

Proposed Activities	Personnel Responsible	Resources/Materials	Time
2. Refer D and F (grades) students to the Learning Center.	Counseling Services Staff. Instructors. Title III Grant Staff.	Learning Center Staff. C.A.I. software packages. Referral forms.	In progress and ongoing
3. Coordinate tutoring with classroom instruction.	Tutorial Coordinators Title III Grant Staff.	Instructors. Tutors. Subject and Content Area Syllabus.	In progress and ongoing
4. Keep weekly attendance and tutorial records.	Tutorial Coordinators. Tutors.	Learning Center Personnel.	In progress and ongoing
5. Receive minority students' grades.	Counseling Services Staff. Tutorial Coordinators. Title III Grant Staff.	Registrar.	In progress and ongoing at the end of each semester.
6. Review present system of monitoring student progress.	Vice President for Academic Affairs. Vice President for Student Development. Dean of Bilingual Education.	Registrar's Records. Tutorial Services Reports. Counselors' Reports.	Commencing with the Fall 1987 semester and ongoing.

Monitoring Student Retention

To expand the Student Retention Research Program.

Proposed Activities	Personnel Responsible	Resources/Materials	Time
1. Continue to monitor the HCCC and post-HCCC careers of the entering 1986 cohort.	Associate Director for Institutional Research	Computer Access. Coders and Data-Entry Personnel.	Fall 1987 and ongoing
2. Monitor retention patterns for all fall (1987 and on) first-time freshmen minority students.	Associate Director for Institutional Research	Computer Access. Coders and Data Entry Personnel.	Spring 1988 and ongoing
3. Propose to the Task Force retention recommendations based on data analysis and interpretation.	Associate Director for Institutional Research	Written Reports.	Annually from the Spring of 1988.

ADMINISTRATION, MONITORING, AND EVALUATION

Overall administration, monitoring, and evaluation of the plan will be the responsibility of the Task Force. This will be accomplished in the following manner: Each semester the major personnel responsible for the implementation of activities associated with each of the short- and long-term goals will submit an implementation and evaluation report to the Chair of the Task Force (Vice President for Student Development). The Associate Director for Institutional Research will present enrollment and retention data in each semester's report to the Chair. The Task Force, through the Chair, will submit a report to the Executive Vice President, who in turn will present a report to the President and to the Special Committee of the Board of Trustees.

The Vice President for Student Development will also present an annual summary of the evaluation of this plan to the broadly based 18 member Planning Commission. This will ensure that the strategic plan for enhancing minority enrollment will be incorporated into the college's overall planning recommendations,* that is, the annual recommendations forwarded from the Planning Commission to the Executive Vice President.

*The Assistant Dean for Planning and Evaluation chairs the Planning Commission, and is a member of the Task Force.

RESOURCES

Hudson County Community College will continue to devote significant resources to the recruitment and retention of minority students. Resources necessary for the implementation of activities associated with short- and long-term research, recruitment, and retention goals are analyzed below.

Research

Sophisticated retention analyses will be possible as a result of the installation of the new computer system; a terminal in the Office of Research, Planning and Evaluation; and the purchase of the SPSS-X statistical software package. In addition, as a result of the fact that HCCC has completed a cycle of program/service reviews, research personnel will be able to devote a greater percentage of their time to issues of minority recruitment and retention. The only additional resources necessary are coders and data-entry personnel. The college will support these additional personnel.

We suggest that a Comprehensive Recruitment/Research Program in the black and Hispanic communities of Hudson County will require outside support, e.g., Department of Higher Education. Such a program might be extremely productive given the size of the black and Hispanic communities.

Recruitment

Significant resources, e.g., addition of two recruiters, production of video, meetings with community leaders, new Bilingual Center, have been allocated in support of the achievement of our short-term recruitment goals.

In most cases, resources necessary to achieve our long-term recruitment goals are in place. That is, in general, we must continue to do more of what we have been doing. In addition, we must identify facilities for community meetings and cultural activities. Finally a recruiter who will devote all of his/her time to the recruitment of Hispanic students will be hired during the 1987-88 academic year.

Retention

Significant resources, e.g., Inter-Media Language Laboratory, career planning and placement activities, programs to increase the awareness of counselors and faculty of the importance of identifying potential dropouts and the importance of contacting these students, have been allocated in support of the achievement of our short-term retention goals.

In most cases, resources necessary to achieve our long-term retention goals are in place. Once again, in general, a coordinated and focused approach employing existing resources should make a major contribution to the achievement of long-term retention goals. The major additional resource involves the possible provision of child care services for our students. The Vice President for Student Development will submit a recommendation concerning child care to the Executive Vice President by the spring of 1988.

A NOTE ON INSTITUTIONAL PHILOSOPHY AND MISSION

The philosophy and mission of HCCC provide the conceptual framework within which all activities of the college can be understood. This framework reflects input from local sponsors, the Board of Trustees, and the New Jersey Department of Higher Education.

Philosophy

By reason of their voluntary participation in the activities at HCCC, the individual members of the college community share to some degree a basic orientation to educational philosophy. Members of the HCCC community subscribe to the fundamental position that democratic society requires the extension of some form of postsecondary education to virtually every member of the population. In addition, they recognize one of the principal functions of the college to be the enhancement of individual capabilities and the simultaneous contribution to self-realization. Finally they recognize that educational institutions serve the welfare of the broader society by preparing individuals to play effective roles as citizens and participants in the occupational structure.

The college is predicated on the assumption that there are vast numbers of county residents who are in need of the kind of educational services the college can provide. Given the political and economic realities of the county, Hudson County Community College must employ an innovative, creative mode of delivery in order to satisfy these needs.

Mission

In 1977, one of the first acts of HCCC's newly reconstituted Board of Trustees, in redirecting the college

to a more secure footing, was to adopt the following mission statement:

> The mission of Hudson County Community College is to provide high quality, low-cost postsecondary education to students not served by the four-year colleges in the county. Unlike many of the community colleges in the state system, Hudson County Community College does not aspire to be a comprehensive institution. Instead, its mission is to provide entry-level occupational and career certificate and AAS degrees to students who need preparation for employment or upgrading of current skills in their chosen vocation. The College strives to satisfy other educational needs of non-traditional students and "new clientele," as it pursues its principal mission directed at the world of work.

From 1977-1983, the college's programmatic mission was geared exclusively to the provision of occupational curricula. However, as the college continued developing it became possible to consider widening the scope of the college's mission to include transfer-oriented curricula in order to accommodate more fully the needs of the county's population. Therefore, in February 1983, the Board of Trustees revised the mission statement as follows:

> The mission of Hudson County Community College is to provide high-quality low-cost community college programs and services that meet the diverse needs of a broad and heterogeneous population. The College's primary programmatic mission is to provide certificate and associate degree programs to students who seek preparation for employment or upgrading of occupational skills through programs of study designed to lead to immediate employment or direct transfer to baccalaureate programs.
>
> As an open access institution, the College strives to meet other educational needs of its heterogeneous population, including the need for the development of programs, services and assistance necessary to successfully enter into and complete a certificate or associate degree program.

This revised statement has not altered the basic philosophical commitment of the college to career-oriented

programs of study. The statement does, however, recognize the necessity for transfer (AS degree) programs in a number of career areas. In the 1984-85 academic year, the college instituted transfer (AS degree) programs in engineering science and computer science. In the fall of 1983, the first class entered the culinary arts AAS degree program, and in the fall of 1984, the first class entered the computer technology AAS degree program.

The possibility of offering the Associate in Arts degree (AA) has been examined a number of times. Although we have refrained from offering the AA degree, we have accepted a number of "undecided" students. Such students are given an opportunity to take a limited number of courses at the college centers during the evening or on the campus of Jersey City State College during the day. We believe that a number of students in this category would not have entered a college program if the HCCC opportunity were not available. The community orientation of the college, the support services, and the open access admissions policy may have provided a climate of attraction which permitted these students to test themselves as college students. This is an important service of HCCC; therefore, we are prepared to offer an Associate in Arts degree program if changes occur in the nature of our contractual relationship with Jersey City State College.

ERIC Clearinghouse for
Junior Colleges NOV 06 1987